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ABSTRACT

This report describes Ball State University's course-integrated library instruction program for the multi-section English 104, Composition 2 course, which is intended to provide instruction in fundamental library use skills to the majority of the university's undergraduate students, and to create a base of library use knowledge which can be expanded by a proposed second level of more specialized instruction within selected courses offered by several academic departments. Program activities for 1979-1980, the role of Ball State's General Instruction Service, and the evaluation of library instruction are detailed. Projected activities for 1980-81 are summarized. Appendices provide course statistics, copies of student and faculty course evaluation questionnaires, and evaluation statistics. (FM)

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SECOND ANNUAL PROGRESS REPORT

ON THE

COURSE-RELATED LIBRARY INSTRUCTION PROGRAM

UNDER THE GRANT FROM

NATIONAL ENDOWMENT FOR THE HUMANITIES
AND THE
COUNCIL ON LIBRARY RESOURCES

FOR THE YEAR

SEPTEMBER 1, 1979 - AUGUST 31, 1980

BALL STATE UNIVERSITY

DEPARTMENT OF LIBRARY SERVICE

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INTRODUCTION

During 1979-1980 the primary attention of Ball State University's Course-Related Library Instruction Program was directed at continuing the development, begun in Spring 1979, of a course-integrated library instruction component for the multi-section English 104, Composition 2 course. The overall intent of the English 104 component is to provide instruction in fundamental library use skills to the majority of the University's undergraduate students, and also to create a base of library use knowledge which can be expanded by a proposed second level of more specialized instruction within selected courses in the major/minor sequences of several academic departments.

The CRLI Program is being developed by the Office of Library Instruction in the Department of Library Service. Additional details about the planned two levels of CRLI instruction and about the Office of Library Instruction are presented in the *Preliminary Progress Report, 1977-1978* and the *First Annual Progress Report, 1978-1979* (ERIC document ED 184581).

In addition to its broad goals, the CRLI Program's English 104 project has several more specific objectives: 1) to offer basic and relatively standardized instruction in library use within the context of the English 104 research paper assignment, 2) to develop modes of bibliographic instruction new to Ball State and capable of reaching large numbers of students, 3) to interest English Department faculty in

library resources and instruction in library use, and 4) to generate opportunities for involvement by Library Service faculty who wish to participate in library instruction. In each of these areas substantial progress was made during 1979-1980.

While English 104 has been the center of activity for the CRLI Program in the past year, the Office of Library Instruction has maintained its related activities, mainly the scheduling and coordinating of on-request instructional sessions conducted by the various public service areas of Bracken Library under the General Instruction Service. As a result of its combined activities in 1979-1980, and in the previous and first year 1978-1979, there is evidence that the Office is emerging as a positive and significant service unit within the Department of Library Service.

SUMMARY OF ACTIVITIES, 1979-1980

I. CRLI Program's English 104 Project

Earnest implementation of the English 104 project began in Fall quarter 1979 with twelve participating course sections. By the end of the Summer Session II in 1980, fifty-seven course sections had received multi-session instruction. During Winter and Spring about 50 percent of the English 104 course sections participated voluntarily in the program. These course sections were comprised of approximately 1100 students. (Appendix A lists course sections and students by academic quarter.)

The instruction offered was modeled generally on the instruction devised for Spring 1979. (The summary which follows is adapted from a summary of the Spring 1979 instruction in the *First Annual Progress Report*, p. 12; the previous report also contains a rationale for the instructional approach.)

1) Students received the handout "Library Instruction in English 104: Student Guide" and were taken on a tour of Bracken Library conducted by a librarian. Afterward specially prepared booklets on card catalog and periodical use were assigned for reading.

2) Two or three days later the class was given a library quiz covering information presented during the library tour and in the card catalog and periodical booklets. Course instructors prepared the quiz by choosing questions and question variations from a "Library Quiz Question Bank" compiled by the Office of Library Instruction.

3) Several days later a card catalog and periodical laboratory session was held for the class in the library. Students worked on individualized exercises.

4) After a few days laboratory exercises were returned and discussed. A library instructor lectured on search strategy, and a search strategy worksheet was assigned. This worksheet outlined the major steps for research on the students' actual paper topics.

5) Search worksheets were marked by library instructors and returned to students, who were then encouraged to consult with library instructors regarding their worksheets and paper topics.

6) Once the research papers were submitted to the course instructor, students completed evaluation questionnaires about the library instruction.

The difference between these activities and the activities of Spring 1979 consists largely of the elimination of the library pre-test and pre-instruction survey and the addition of the quiz. Also, the printed materials used had been improved since Spring. The earlier pre-test and survey were discarded because the program's substantial experiences with English 104 had already provided sufficient knowledge of students' library use and abilities. The new element, the quiz, was created as a means for assessing students' acquisition of information from the library tour and assigned booklets, as well as for prompting student motivation to prepare for the library laboratory session. While the quiz was strongly encouraged, it remained an option of the course instructor. Most course instructors did use it.

Several strengths of this instructional unit became clear immediately. "Packaging" of the instruction into increasingly effective printed materials and standardized library sessions allowed a measure of control over instructional content and delivery that was new to library instruction at Ball State University. Also the diversification of instructional modes--conducted group tour, readings, lab sessions, lecture, individualized search worksheet--produced a variation

of activities that was appreciated by students, course instructors, and librarians alike. Response to the laboratory session, in particular, was positive and consistent with the favorable preliminary reactions by program participants in Spring 1979.

A number of weaknesses also surfaced. The first relates to the program's initial attempt, in the Fall quarter, to uniformly stagger scheduling of the different sessions for the various English 104 sections over a period of several weeks near the beginning of the academic term. While some flexibility was possible, in general the Office of Library Instruction provided conducted tours during the second and third weeks, laboratory sessions during the third and fourth weeks, and search presentations during fourth, fifth, and sixth weeks.

The scheduling of sessions was handled this way for two reasons: first, to stimulate course instructors to schedule the instruction far enough in advance of research paper due dates, usually at the end of the term, to be beneficial to students; and, second, to organize the implementation of the new instructional unit into segments enabling the Office to develop procedures adequate for timely processing of worksheets and for minimizing chances for errors and miscommunications with course instructors. Because of this early practice, for some course sections the impact of the instruction was too diffused over time to be fully successful. Also some course instructors found integrating these scheduling criteria into their syllabi difficult and a potential constraint on future participation.

As a result of discussions about these problems with English faculty during the late Fall, the pursuit of maximum scheduling flexibility was adopted as an aim. It appeared that providing the library

instruction on a schedule that the course instructors deemed appropriate for their sections offered the greatest likelihood for program success. Therefore, gradual improvements in scheduling openness were made during subsequent quarters, and by Fall 1980 practical realization of this goal will be achieved.

A related and most difficult issue involves the timing in the academic term of the search strategy presentation. Ideally this lecture should occur at the point when students are ready to begin research on their course papers, and it must take place early enough in the term to allow completion and marking of search worksheets prior to any due date for even preliminary drafts of the papers. Because of the radical variations in teaching syllabi from course section to course section, it was in several instances virtually impossible to identify an effective moment for the search presentation even after considerable scheduling flexibility had become possible. To a large extent the existence and severity of this problem was a function of a course instructor's familiarity or unfamiliarity with the program and with the search strategy segment especially. In cases of repeated participation by course instructors, this problem tended to dwindle in magnitude due to increased awareness of the relationship between the bibliographic instruction and the research paper. A number of course instructors altered their syllabi after the first term of participation to accommodate the library component more advantageously.

Better communication between library instructors and English faculty on the timing of the search strategy lecture, in addition to greater English faculty maturation as participants in library instruction,

will contribute to reducing the extent of this problem. Since very likely there will be some new faculty staffing each term, due especially to the partial staffing of this course by temporary and part-time instructors, unyielding attention to this issue must be maintained.

Another frequent source of difficulty was the search strategy worksheet. While it was designed to guide students in research on their paper topics, clearly it proved more effective on some topics than on others. As a consequence, some students felt it was an extra and unwarranted assignment. For this reason the worksheet was revised and simplified during the Summer quarter.

The library quiz also posed some problems. While the library quiz introduced in Fall 1979 did appear to be a needed part of the instructional sequence, experience with it over the course of the year showed otherwise. Many course instructors were confused about the "Question Bank" for the quiz, and some were uncertain about the proper time for it in the series of activities. Repeated explanations were necessary. From the perspective of the student, the quiz was probably an added requirement for the course. Its success in motivating preparation for the lab session was questionable, and its potential for stimulating a positive attitude toward the library instruction was virtually non-existent. Therefore, the quiz was not used during Summer 1980, nor will it be featured in the instruction for 1980-1981.

In addition to citing several strengths and weaknesses of the year's instruction, it is appropriate to note a couple of the program's important achievements. Two particularly valuable achievements of 1979-1980 were the creation of a printed self-guided tour of Bracken

Library and the attainment of a high degree of participation by Library Service faculty volunteers.

The self-guided tour's purpose is to replace the conducted tour for the English 104 course, as well as for courses for which very general tours are requested under the General Instruction Service. The tour contains a brief description of each of the major library service and collection areas. It also contains eleven questions which engage the student actively and reinforce information presented in the text. Twenty-five sets of question variations were devised so that every student in most classes would have a different set of questions. The tour is intended for use by students, working individually, outside of classtime. This aspect is desirable since it reduces the number of library sessions in the English 104 project from three to two, making participation possible by greater numbers of faculty for whom the time-constraints of the academic quarter system are serious. Also it prevents engulfment of library public services points by students taking the tour during a single 50-minute class period.

The original version of the self-guided tour was created in Winter quarter for experimental use with selected English 104 course sections, as well as other courses, during Spring and Summer. Approximately 300 undergraduate and graduate students completed two draft versions of the tour and commented on it by means of a questionnaire. Student responses were excellent. An improved version of the tour was prepared during late Summer and printed for use by all participating sections of English 104 in 1980-1981. In effect the conducted tour has been discarded in favor of a more effective and efficient tool for general library orientation.

As mentioned in the Introduction, one of the specific objectives of the CRLI Program's English 104 project is to generate opportunities for librarians from both technical services and public services to participate in library instruction. Opportunities which do not impose a costly burden of extensive preparation for instruction are the special aim. Good progress toward this objective was made last year. The principal means was the use of librarians as volunteer assistants during the library laboratory sessions. Approximately 65 lab sessions were held, and more than twenty different librarians served as volunteers. Librarians' reactions to this participation were very favorable and continuation, and perhaps expansion, of this aspect of the project is planned.

While the Library Instruction Coordinator and the Library Instruction Librarian were the primary personnel engaged in the English 104 project, they were aided in 1979-1980 by the continuing service of Dr. Frances Rippy, Professor of English, as the project's coordinator in the Department of English and by the Course-Related Library Instruction Task Force. Dr. Rippy offered frequent advice and unflagging encouragement, and she assisted in interpreting the goals, needs, and activities of the program to her colleagues in English. While Dr. Rippy was funded only at one-third time for one academic quarter, her efforts on behalf of the program were constant throughout the academic year, except for a period of leave during Spring, and the Summer. The Course-Related Library Instruction Task Force also furnished needed advice and support during the year. Although the Task Force met formally only twice, individual members were consulted frequently.

The CRLI Program also profited from opportunities for direct contact with library instruction colleagues from other institutions

during 1979-1980. NEH/CLR grant funds enabled representation by Ball State University at two professional conferences devoted to bibliographic instruction. The Library Instruction Librarian attended the Third Annual Conference on Approaches to Bibliographic Instruction in Charleston, South Carolina in March. In May the Coordinator and the Library Instruction Librarian traveled to Eastern Michigan University for the Tenth Annual LOEX Conference. Information and ideas acquired at these meetings have been invaluable aids to the development of library instruction at Ball State.

In general, then, the primary work of 1979-1980 on the English 104 component consisted of improving the series of instructional activities, expanding the number of course sections and students benefiting from instruction, and encouraging the participation in library use instruction by members of the English and Library Service faculties. While efforts will continue in each of these areas, notable advances were made during the past year.

II. CRLI and the General Instruction Service

Although English 104 dominated the attention of the CRLI Program during 1979-1980, the program has been interested, of course, in the effects of its activities on the sessions conducted on request through the General Instruction Service. General Instruction sessions are coordinated through the Office of Library Instruction, but they are instructed by librarians from the other public service units, especially Reference Service, Periodical Reference, and Microforms. Some of the most observable effects in 1979-1980 relate to the volume and nature of these sessions.

During 1978-1979, prior to CRLI's English 104 project, instruction for English 104 comprised the most significant single portion of General Instruction sessions. During 1979-1980 all English 104 course sections desiring library use instruction were accommodated through the CRLI project. This change has been the most significant factor contributing to the *decline* last year in the number of General Instruction sessions: from 200 courses or sections instructed in academic year (September through May) 1978-1979 to 113 courses or sections instructed in academic year 1979-1980. There has, of course, been a similar *increase* in CRLI sessions: from 61 in academic year 1978-1979 to 156 in academic year 1979-1980. (See Appendix A for tables of session statistics, including sessions conducted during Summer 1980.)

From these figures it is clear that while the total number of instructional sessions (CRLI and General Instruction) showed only slight growth (261 in academic year 1978-1979 to 269 in academic year 1979-1980) responsibility for instruction had shifted significantly. While the Office of Library Instruction conducted only 23 percent of the total instruction coordinated by it in academic year 1978-1979, it conducted 58 percent in academic year 1979-1980.

It would appear that, through the English 104 project, the Office of Library Instruction has in effect assumed the major responsibility for instruction in general and fundamental library use. To the extent that the other public service areas experienced a lessening of instructional workloads devoted to English 104, the *proportion* of their instructional loads directed toward the support of subject or discipline-oriented courses (in political science, educational psychology, etc.)

increased. Attention to this phenomenon is necessary in the next two or three years as the CRLI Program attempts to develop a second level of instruction emphasizing more advanced instruction in the use of the disciplinary reference tools for a selection of major/minor courses in various academic departments.

It should be pointed out that while the program emphasized development of course-integrated library instruction for English 104 during 1979-1980, at least one course in history, History 338: U.S. Urban History, which was instructed as a formal participant in CRLI during Spring 1979, continued to request and receive multi-session course-integrated instruction. The instruction consisted of the library laboratory session created for English 104, a lecture presentation and assignment in the Government Publications Collection, and a lecture presentation and assignment in the Delaware County Archives, which is a part of Bracken Library. This instructional sequence has been blended quite fruitfully into the course, and it is possible that in the future, as part of CRLI's second level, it can serve as a model for similar activities tailored to additional courses in history and other departments.

Another area of overlap between CRLI Program activities and the General Instruction Service began to emerge in 1979-1980 with the growing use of instructional materials originally prepared for English 104 by other classes and groups. The card catalog and periodical index booklets are now distributed extensively to classes attending on-request library sessions and also to individuals at the library's service counters. An eight-page "Introduction to Bracken Library," designed

during 1978-1979 but printed last November, is widely available. Aside from English 104, several other English courses, the Urban History course, and an introductory course in phsyical education attended the library laboratory session with good results last year. Also, during the Summer the self-guided tour was offered as a general library orientation in place of sessions conducted by librarians for courses as diverse as educational psychology, foreign languages, physical education, and mathematics.

It is quite clear that the growing inventory of tools for library orientation and basic instruction has spawned alternatives for the handling of requests for general library orientation and basic instruction. While the General Instruction Service will continue to provide some on-request instruction that involves fundamental library skills, it is hoped that in time this service will have a more sufficient opportunity to focus satisfactorily on the information sources of the specific subject areas and disciplines.

III. Evaluation of Library Instruction, 1979-1980

Progress in the evaluation of the library instruction for English 104 was not as great as had been optimistically forecast in the *First Annual Progress Report* (p. 17). The development of formalized achievement measures was not possible last year. Instead, evaluation of the effectiveness of the CRLI Program's instruction relied essentially on: 1) the examination of the students' completed search strategy worksheets and other library-related exercises, 2) continued use of student and faculty attitudinal questionnaires at the end of the series of library

instruction activities, and 3) formal and informal discussions with participating members of the English faculty.

Responses on the student evaluation questionnaires reflected quite well several positive and negative aspects of the instruction. (See Appendix B for the questionnaire and a summary of responses; note that the response is not complete for all students and all course sections.) Overall students did feel that the library instruction helped with the research paper assignment (82%), and that the instruction increased their ability to use the library for research (84%). The conducted library tour and the library laboratory session were favorably viewed (95% and 91% respectively). The most dramatic area of weakness indicated on the questionnaire concerned the degree of help accorded by the search strategy worksheet (45% Strongly Disagree/Disagree vs. 55% Agree/Strongly Agree). As mentioned above, efforts to remedy this flaw have been planned for 1980-1981.

During 1979-1980 a consistent attempt was made to ascertain the effectiveness of the General Instruction Service by means of a questionnaire mailed to faculty several days after the instructional session (Appendix C). Previous to this, there had been no systematic effort to contact faculty to elicit their perceptions of the sessions. Responses on the questionnaire indicated that the overwhelming majority of faculty felt the instruction had met the needs of the class. Continued use of this questionnaire and information gained from it is intended by the Office of Library Instruction.

SUMMARY OF PROJECTED ACTIVITIES, 1980-1981

The highest priority of the CRLI Program and the Office of Library Instruction in the coming year will be to continue refining the instruction for English 104 and to promote participation in the project by English faculty. The self-guided tour, library laboratory session, and the search strategy presentation will remain the core instructional activities. The library quiz, found somewhat unsatisfactory last year, will not be used. As noted, the strategy worksheet has been revised to make the search procedures more clear to the student and to increase its applicability to the widest range of research paper topics and approaches. Whenever necessary, the search strategy presentation itself will be adapted to coincide more closely with the paper assignments for specific English 104 sections. In addition, the scheduling flexibility of English 104 sessions will be magnified by the elimination of the conducted tour and by the benefits derived from greater program maturity. As a result of these changes, it is believed that the instruction offered to English 104 in 1980-1981 will be streamlined, adaptable, and highly capable of integration into increasing numbers of course sections. It is hoped that at least 65 sections of the English 104 course will choose to participate in 1980-1981.

One of the most important goals for 1980-1981 will be a redoubled effort to advance in the creating of a more objective evaluation of the English 104 instruction. Intended as an initial part of this work is a planned examination of the instructional objectives written for the English 104 library instruction project in 1978-1979.

While these objectives have served as a guide to instructional planning in the past eighteen months, in some cases changes are necessary to make instructional intent and instructional practice compatible. Once this is accomplished, the creation of student achievement measures will be easier. It is hoped that the use of student achievement measures can be initiated for sample English 104 sections by Spring quarter 1981.

Another goal for the next year is the establishing of a groundwork for the proposed second level of course-integrated library instruction. The seeds of more advanced and subject-based instruction clearly exist in the library's relationship to the Urban History course and to several courses which consistently request instruction under the General Instruction Service. The Office of Library Instruction will attempt to initiate contact with faculty who teach courses that are prospective candidates for a more formalized, and hopefully more effective, instruction than that being offered to them at the present time. Other members of the Library Service faculty will be contacted to discuss their possible involvement in designing and carrying out this potential course-integrated library instruction project.

Also during 1980-1981 the Office of Library Instruction will seek to identify and implement methods for providing greater support to librarians who conduct the General Instruction sessions. At a minimum the Office should be able to create and disseminate a series of bibliographies and other instructional materials for use with the on-request classes. During Summer 1980 two such bibliographies were prepared, and the availability of a graduate assistant as an added resource in the Office during the coming year should allow greater production of

materials of this kind. Cooperative planning between the Office of Library Instruction and the various public service areas of Bracken Library will be stressed.

Finally, in addition to the evaluation of the instructional effectiveness of the English 104 project, an evaluation is also planned to gauge the CRLI Program's total impact on the Department of Library Service and on the constituencies it serves in the Department of English and perhaps in other academic departments. Ball State University's Office of University Evaluations will be consulted for assistance in this task, and use of an evaluator from outside of the University funded by NEH/CLR funds is being considered.

CONCLUSION

In 1979-1980 the Course-Related Library Instruction Program began full-scale operation of the English 104 project, and for the first time at Ball State University significant numbers of students were participants in a highly organized approach to course-integrated library instruction. While expansion and additional improvement is needed, it appears that the English 104 project presents a realistic possibility for evolution into a continuing service in support of undergraduate instruction at the University.

Along with efforts concentrated on English 104, the program, through its organizational reflection as the Office of Library Instruction, has attempted to encourage and assist in the provision of library instruction conducted as part of the General Instruction Service. These efforts will continue and intensify as the creation of carefully programmed instruction aimed at selected courses in the major/minor sequences of several academic departments is gradually emphasized in the near future. Finally, work on the fashioning of an integrated and comprehensive program of library instruction at Ball State University will proceed through 1980-1981, the final year of NEH/CLR grant funding, and probably through several additional years.

APPENDIX A

LIBRARY INSTRUCTION SUMMARY

1979-1980

Course-Related Library Instruction Program (English 104)

Number of English 104 sections	57
Number of instructional sessions	165
Number of students instructed	1118

General Instruction Sections Coordinated*

Number of courses or sections	136
Number of instructional sessions	136
Number of students instructed	2514

Totals

Number of courses or sections	193
Number of instructional sessions	301
Number of students instructed	3632

*Note: This includes only sessions scheduled by the Office of Library Instruction. It does not include sessions scheduled independently by various Library Service divisions, departments, or branch libraries.

COURSE-RELATED LIBRARY INSTRUCTION PROGRAM

ENGLISH 104, 1979-1980

Fall 1979

Number of sections	12
Number of sessions	34
Number of students	229

Winter 1979

Number of sections	21
Number of sessions	61
Number of students	433

Spring 1980

Number of sections	21
Number of sessions	61
Number of students	398

Summer 1980

Number of sections	3
Number of sessions	9
Number of students	58

GENERAL INSTRUCTION SESSIONS COORDINATED BY THE OFFICE OF LIBRARY INSTRUCTION, 1979-1980*

Students Instructed

Fall	969	
Winter	602	
Spring	526	
Summer	417	
TOTAL		2514

Courses or Sections Instructed

Fall	44	
Winter	34	
Spring	35	
Summer	23	
TOTAL		136

Distinct Presentations by Area

Periodical Reference	81	
Reference	70	
Microforms	61	
Government Publications	37	
Educational Resources	13	
Maps	10	
Special Collections	10	
Archives	2	
TOTAL		284

*Note: These statistics do not include instructional sessions scheduled independently by various Library Service divisions, departments, or branch libraries.

APPENDIX B

CRLI, English 104
Program Summary 1979-1980
43 Sections responding
713 Student respondents

STUDENT EVALUATION OF LIBRARY INSTRUCTION IN ENGLISH 104

Directions: So that we might evaluate our library instruction program, please respond to all of the following questions by circling the number that best describes your response.

1. The purpose of the library instruction was presented clearly in the written student guide and at the beginning of the first library session.

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

1-2: 3% 3-4: 97%

2. The Library Session I: Orientation was helpful in learning the basic services and facilities of Bracken Library.

1	2	3	4	5
Strongly Disagree	Disagree	Agree	Strongly Agree	Did Not Attend

1-2: 5% 3-4: 95%

3. The booklets entitled "Using the Card Catalog" and "Locating Periodical Articles" were helpful in gaining understanding of card catalog and periodical use.

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

1-2: 9% 3-4: 91%

4. The Library Session II: Card Catalog and Periodical Laboratory provided useful practice using the card catalog and periodicals reference tools.

1	2	3	4	5
Strongly Disagree	Disagree	Agree	Strongly Agree	Did Not Attend

1-2: 8% 3-4: 91% 5: 1%

5. The Library Session III: Search Strategy and Bibliography was helpful in learning how to organize and conduct library research.

1	2	3	4	5
Strongly Disagree	Disagree	Agree	Strongly Agree	Did Not Attend

1-2: 22% 3-4: 78%

6. The Search Strategy Worksheet aided me in locating information on my topic.

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

1-2: 45% 3-4: 55%

Did you ask a librarian for assistance?

Check (✓): Yes 71% No 29%

If yes, respond to this statement:

The assistance was useful.

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

1-2: 11% 3-4: 89%

7. The library instruction helped with the research paper assignment.

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

1-2: 18% 3-4 82%

8. I am more able to use the library for research as a result of library instruction in English 104.

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

1-2: 16% 3-4: 84%

9. What information given during the library instruction was <u>most</u> useful?

10. What information was <u>least</u> useful?

11. What suggestion(s) would you make to improve the library instruction you received?

APPENDIX C

Library Orientation/Instruction Questionnaire

Name (optional) _____ Status: ___ Regular Faculty
___ Temporary Faculty
___ Doctoral Fellow
___ Other

Course Title _____

Course Number _____

Please *check* or *circle* the appropriate responses.

1. A class assignment requiring library use was made prior to the library orientation/instruction.

   A. ___yes ___no

   B. If yes, indicate the type of assignment and briefly describe:

   ___term paper ___bibliography ___book review

   ___short paper ___library exercise ___other

   Description:

2. The orientation/instruction presentation(s) corresponded to the following:

   A. ___Orientation to the physical facilities and services of the library

   B. ___Instruction in the use of specific bibliographic tools

   C. ___Combination of A and B

   D. ___Other:

3. The orientation/instruction presentation(s) met the class needs.

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

Comment:

4. What information given during the orientation/instruction was the most useful?

5. What information given during the orientation/instruction was the least useful?

6. Would you bring your class again?

   A. ____yes ____no

   B. If no, briefly explain:

7. Were there any problems in scheduling the orientation/instruction?

   A. ____yes ____no

   B. If yes, briefly describe:

8. Additional comments or suggestions: